ONTARIO LEADERSHIP STRATEGY

BOARD LEADERSHIP DEVELOPMENT STRATEGY

REQUIREMENTS MANUAL • 2010

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Une publication équivalente est disponible en français sous le titre suivant : *Stratégie de développement du leadership au niveau du conseil scolaire : Guide des exigences, 2010.*

This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca.

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Preface

The progress and success of all students in Ontario is contingent on having effective leadership at every level to guide and support teaching and learning in Ontario schools. We need effective directors, superintendents, principals, and vice-principals in order to support teacher excellence, create outstanding schools, and foster student achievement and well-being. A board leadership development strategy enables boards to attract and develop leaders of the highest quality.

> Ontario has made significant gains in sharpening the focus on student achievement and narrowing the gap in academic performance. We need to be proud and celebrate those successes. In order to ensure that these successes continue, there needs to be a more deliberate, consistent and long-term focus on capacity building and leadership development. …
>
> At the board level there must be an understanding of the issues surrounding the attraction of qualified candidates to make sure that leadership positions in Ontario schools are filled by the best possible candidates for the job. Boards must examine their leadership development and succession practices, to make sure they adopt the best possible practices to recruit and retain the strong, effective leaders our students and our communities deserve.[1]

1. The Learning Partnership, *Succession Planning for Ontario Schools and School Boards: A Study Commissioned by the Institute for Education Leadership*, 2008, p. 16; available at www.education-leadership-ontario.ca/files/SuccessionPlanningSummary.pdf (accessed August 4, 2010).

1 Introduction

1.1 The 2010–11 Board Leadership Development Strategy Initiative

In 2010–11 all boards receiving Ontario Leadership Strategy (OLS) funding are required to develop and implement a board leadership development strategy (BLDS). The primary purpose of creating a BLDS is to establish a systematic approach to fostering high-quality leadership throughout the organization. The BLDS initiative is focused on improving student achievement and well-being through effective leadership. The initiative is directly aligned with and supports the provincial education priorities and the goals of the OLS.

Creating a board leadership development strategy enables districts[2] to:

- strengthen connectivity and synergy between leadership development and initiatives for supporting student achievement and well-being that are identified in the board improvement plan for student achievement (see section 2.1 – Effective Leadership: A Supporting Condition for Improved Student Achievement);
- position leadership development as a central part of the human resources management component of the board strategic plan (see section 2.3 – The Importance of a Board Leadership Development Strategy). Boards will develop goals for their BLDS on the basis of the priorities set out in their strategic plan;

2. The word *district* is used in this manual in the same sense as it is used in education research literature: to distinguish the district school board or school authority as an entity (the "district") from the group of people that governs the district (the "board").

- align leadership development initiatives, including:
  - mentoring for newly appointed school and system leaders;
  - principal/vice-principal performance appraisal;
  - succession planning and talent development.

  Boards will receive a single allocation of funding for these initiatives and will be expected to meet a set of key requirements (see section 3.1 – Overview of Requirements for Boards in 2010–11). Beyond these requirements, boards have the flexibility to allocate funding to other areas of leadership development.

The board leadership development strategy focuses on school leaders (principals/vice-principals), system leaders (supervisory officers/directors of education), and those who aspire to a leadership role. Both academic roles (e.g., school superintendent) and non-academic roles (e.g., business superintendent) are included. An effective BLDS will also benefit teachers and other board staff.

1.2 The Purpose of This Manual

The purpose of this manual is to inform Ontario school boards of the requirements for the implementation of a BLDS in 2010–11 and to guide planning. Directors, supervisory officers, principals, vice-principals, and teachers may find the manual helpful for understanding the context for and approach to leadership development across the province.

This manual supersedes the 2009–10 *Leadership Succession Planning and Talent Development: Ministry Expectations and Implementation Continuum* and is to be used with the following supplementary materials:

- Ontario Leadership Framework (OLF)
- *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010*
- *Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual, 2010*
- PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals" (February 12, 2010)

Section 2 of this document sets out the rationale for the ministry's approach. Section 3 outlines the specific requirements for boards in 2010–11. An overview of responsibilities, eligible expenses, and reporting requirements is provided in section 4.

The document ends with a set of appendices, of which Appendix C comprises tools for boards to use in implementing the ministry's requirements, as follows:

- a BLDS planning and reporting template, including a comprehensive implementation planning continuum;
- an in-depth continuum to support mentoring for newly appointed school leaders.

1.3 Key Partners

The ministry's work in developing this manual was informed by the advice of boards and key partners representing associations of principals, supervisory officers, and directors of education, as identified in Appendix B. The Institute for Education Leadership (IEL)[3] in particular provided a foundation for this manual through a project it commissioned to identify issues faced by boards in building a cadre of outstanding educational leaders. The project resulted in a report entitled *Succession Planning for Ontario Schools and School Boards*, released in 2008. The report is available on the IEL's website, at www.education-leadership-ontario.ca.

3. The IEL is a unique partnership between representatives of Ontario principals' and supervisory officers' associations, councils of directors of education, and the Ministry of Education. Its mandate is to explore leading-edge thinking on education leadership and apply that expertise to the development of high-quality resources and learning opportunities for school, board, and system leaders.

Context

2

2.1 Effective Leadership: A Supporting Condition for Improved Student Achievement

Ontario's use of tri-level reform (reform that involves the province, districts, and schools) has yielded measurable results in relation to the three core education priorities set out in *Reach Every Student: Energizing Ontario Education* (2008):

- high levels of student achievement
- reduced gaps in student achievement
- increased public confidence in publicly funded education

Effective leadership among principals and vice-principals at the school level and among directors of education and supervisory officers at the system level is recognized as a vital condition for supporting the achievement of these results. To achieve and support district-wide leadership development, directors and supervisory officers establish practices and procedures that cultivate a culture of professional learning and high expectations and an unrelenting focus on student achievement and well-being.[4]

The board leadership development strategy (BLDS) initiative works in concert with other ministry initiatives to improve student achievement and well-being in Ontario schools and classrooms. Leadership is a supporting condition for the success of the school effectiveness framework and of the board improvement plan for student achievement.

4. See the Student Achievement and School Board Governance Act, 2009 (Bill 177), for further information about a board's responsibility for promoting student achievement and well-being.

A critical aspect of effective leadership is attention to equity, and in this, the board leadership development strategy aligns closely with the ministry's equity and inclusive education strategy. As districts establish, support, and refine their BLDS, consideration must be given to systemic barriers that may impede fair practice with respect to hiring, mentoring, promotion, and succession planning. Consulting the ministry document *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy* (2009), and its companion *Guidelines* document,[5] when developing a BLDS will be important to the success of the strategy. A focus on equity and excellence is demonstrated throughout the Board Leadership Development Strategy Planning Template and Implementation Continuum (Appendix C). It is essential that Ontario districts continue to refine their recruiting and talent development practices to attract, develop, and retain school and system leaders who reflect Ontario's diversity. Through this process, districts address diversity, leadership capacity, and retention of high-potential candidates, especially those who come from under-represented groups.

2.2 The Ontario Leadership Strategy

To foster strong leadership, the government has launched the Ontario Leadership Strategy (OLS), a comprehensive plan of action aimed at attracting and developing skilled and passionate school and system leaders. The strategy promotes a collaborative approach in which schools, districts, education partners, and the ministry work in partnership. First launched in 2008–09, the strategy has evolved and will continue to be refined through ongoing research and consultation. The strategy is enhanced each year, driven by a theory of action that states that if we directly improve the quality of school and district leadership, significant progress will be made towards supporting the province's three core priorities. The strategy is founded on the following guiding principles:

- partnership – build on the good practices and networks already in place
- individual and organizational development – promote professional learning for school leadership and boards
- alignment – engage all partners in learning from one another, sharing effective practices and common language, and aligning ministry initiatives
- communication – engage in dialogue and communicate a clear message that supports effective practices

5. These documents are available at www.edu.gov.on.ca/eng/policyfunding/equity.html.

The OLS is supported by the Ontario Leadership Framework (OLF) of effective practices, including the five Core Leadership Capacities (CLCs). The OLF, including the five CLCs, supports districts and individual leaders in focusing their leadership development efforts on the leadership practices, competencies, and knowledge that research has shown to be most effective. (See Appendix A for further information.) Resources relating to the OLF and the CLCs are available at www.education-leadership-ontario.ca/files/FrameworkAction.pdf and www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoAction.html.

2.3 The Importance of a Board Leadership Development Strategy

Ontario is dedicated to ensuring the success of each and every student. Passionate and skilled leaders are vital to achieving this commitment. A BLDS is a coordinated approach to foster the advancement of leaders of the highest quality. A BLDS is also a central part of a board's human resources management, grounded in the goals of the board's strategic plan and the board improvement plan for student achievement.

A BLDS encourages staff to strengthen leadership skills in their current role and supports their preparation should they wish to consider other leadership positions.

Leadership is pivotal to our shared focus on student achievement and well-being, with considerable evidence indicating that:

- school leaders are second only to teachers' classroom instruction as an influence on student learning;
- talented leadership is necessary for success in turning around a school's student achievement trajectory;
- widely distributed school leadership has a greater influence on schools and students than leadership from the top;

> *"Planning for the management of a board's human resources should be considered an integral part of an overall strategic planning process.... Human resources management plans ... must give attention to a wide range of development experiences to build readiness for leadership, provide for ongoing professional learning opportunities for current leaders, and outline diverse career paths available to those within the system."*
>
> The Learning Partnership, *Succession Planning for Ontario Schools and School Boards: A Study Commissioned by the Institute for Education Leadership*, p. 14

- system leaders can positively influence student achievement;
- effective system practices are necessary to sustain successful schools.

Boards face differing situations with respect to school and system leaders. Currently, some boards faced with declining student enrolment are reducing the number of leadership positions through school closures and senior administrative attrition. Some boards are encountering challenges in filling vacant positions and recruiting teachers as principals and vice-principals. Meanwhile, other boards have a stable base of early- to mid-career principals and vice-principals. Regardless of the situation, it is important for boards to provide talent development opportunities for teachers and provide their principals and vice-principals with strategic supports and professional learning so they continue to improve and remain engaged. All boards, within the context of their local circumstances, should take a long-term approach to succession planning for all leadership positions.

Leaders are powerful levers for improvement at both the school and system levels. The presence of strong leaders throughout the system results in a culture that values improvement and achievement and that supports staff to ensure the success of all students. An organization's most effective leaders are not just acquired; they need to be "grown". Organizations often have more potential leaders than they realize. However, succession planning in the public sector has not always been progressive and has consequently failed to reap the potential benefits of a more strategic approach that identifies those with leadership potential early on and cultivates prospective talent.

Leadership development is an ongoing, contextual, structured yet innovative process of identifying people who have leadership potential and who reflect Ontario's diversity, and assisting them in perceiving and developing their leadership potential. The process starts well before there is a vacancy to be filled. It begins early and is based on data about the current and future needs of the organization. Leadership talent development takes place over the cycle of an entire career and pertains to all professional roles at both the school and system levels. System planning should incorporate development opportunities for both academic and non-academic leaders.

Succession Planning

"The best succession planning practices are proactive ... Talented individuals are identified early and nurtured throughout their careers through professional development that is integrated into human resource management."

The IEL study on succession planning highlights a number of promising practices, including the following:

- Provide active support from top leadership.
- Link succession planning to strategic planning.
- Identify talent from multiple levels of an organization early in the employee's career.
- Emphasize developmental assignments, not just formal training; offer interesting assignments that stretch and challenge.
- Address diversity, leadership capacity, and retention of high-potential candidates, especially those from under-represented groups.
- Use succession planning to facilitate broader transformation of an organization and inspire leaders who champion change.
- Incorporate employee input as plans are developed, and assign specific responsibility within the organization for reviewing and overseeing the progress of employees.

The Learning Partnership, *Succession Planning for Ontario Schools and School Boards: A Study Commissioned by the Institute for Education Leadership*, p. 11

3 *Requirements*

3.1 Overview of Requirements for Boards in 2010–11

In 2010–11, boards will receive one overall funding allocation to implement a board leadership development strategy (BLDS). This funding includes a base allocation and a proportional amount based on the number of administrators in the district, including vice-principals, principals, supervisory officers, and the director of education.

Boards are expected to meet the requirements outlined in this manual for 2010–11 in order to receive this funding. In particular, it is expected that boards will:

- appoint a lead for the BLDS;
- appoint a lead (or leads) for the two related initiatives – mentoring for newly appointed school leaders, and principal/vice-principal performance appraisal – who will work with the BLDS lead. (One person may be appointed to serve as the lead for all three initiatives, or different individuals may be assigned for each. If separate leads are appointed, they must collaborate to ensure coherence.);
- establish a BLDS steering committee;
- develop a BLDS that:
  - is informed by the goals of the board strategic plan and the board improvement plan for student achievement;
  - embeds the leadership practices and competencies of the OLF, including the Core Leadership Capacities (CLCs) (see www.ontario.ca/eduleadership for more information);

- addresses the following three required focus areas:
  - providing mentoring for newly appointed school leaders based on approaches outlined in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* (see www.ontario.ca/eduleadership);
  - implementing the requirements of Ontario Regulation (O. Reg.) 234/10, "Principal and Vice-Principal Performance Appraisal" (as amended) (see www.ontario.ca/eduleadership);
  - complying with the provisions of PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals" (February 12, 2010);

- develop a BLDS implementation plan. Articulate three goals for the implementation of the strategy in 2010–11, referring to the Board Leadership Development Strategy Planning Template and Implementation Continuum,[6] provided in Appendix C of this document. One goal must incorporate mentoring for newly appointed school leaders.
- monitor and evaluate the effectiveness of the BLDS and the implementation plan;
- meet all ministry reporting requirements, as outlined in section 4 of this document, "Responsibilities, Eligible Expenses, and Reporting".

All resources developed with BLDS funds are to be made available to the Ministry of Education upon request.

3.2 The BLDS Lead and Steering Committee

Each board's director of education or a designate will identify a BLDS lead and a BLDS steering committee.

The BLDS lead will coordinate the planning, implementation, and monitoring of the strategy. He or she will represent the board in matters related to the BLDS, such as in networking with other boards and participating in events hosted by the ministry or key partners. The lead will ensure that ministry reporting requirements are met, and participate in provincial monitoring and support activities (e.g., completion of surveys, participation in board visits, participation in regional teleconferences). It is recommended that the board provide professional learning and resources as needed to support the lead in fulfilling the role effectively.

6. Note that the Board Leadership Development Strategy Planning Template and Implementation Continuum supersedes the 2009–10 succession planning and talent development continuum.

Each board will appoint a lead for the mentoring for newly appointed school leaders and principal/vice-principal performance appraisal initiatives. One individual may be the lead for two or all three initiatives, depending on the local context.

The BLDS steering committee sets the vision and goals for the BLDS based on priorities set out in the board strategic plan and the board improvement plan for student achievement. The committee also takes an active role in determining the implementation plan for the BLDS, based on the Planning Template and Implementation Continuum.

The BLDS lead is a key member of the steering committee. The committee will also include the board mentoring lead, the board principal/vice-principal performance appraisal lead, and a principal/vice-principal representative. It is recommended that boards consider including members who represent a range of perspectives; for example, members who bring academic and non-academic perspectives, aspiring and experienced leaders, those operating in formal and informal leadership roles, and people who bring a variety of diversity and equity perspectives. The committee may also include those responsible for developing the board strategic plan and the board improvement plan for student achievement.

Boards may combine the BLDS steering committee with an existing board committee and may use subcommittees as required. For example, a board may establish a mentoring subcommittee to support the mentoring lead in identifying goals and overseeing the board's mentoring implementation plan as part of the BLDS.

Board leads and steering committees are encouraged to consider the resources and opportunities offered through the Ontario Leadership Strategy, as well as other resources that can be leveraged to assist in aligning practices and developing the capacities of leaders throughout the district, including:

- leadership development opportunities and resources offered by associations representing principals/vice-principals, supervisory officers, and directors of education (see Appendix B for a list of key partners);
- the Institute for Education Leadership's *Leadership Self-Review Tool*;
- executive development through the Learning Partnership and the Rotman School of Management;
- executive development through the Centre franco-ontarien de ressources pédagogiques – CFORP (Executive Leadership Institute for French Language School and System Leaders).

3.3 The Board Leadership Development Strategy

A board will develop a BLDS that is driven by the goals and priorities of the board strategic plan and the board improvement plan for student achievement. The strategy will embed the leadership practices and competencies of the Ontario Leadership Framework (OLF), including the Core Leadership Capacities (CLCs). Finally, the BLDS will address three required focus areas for 2010–11, as described on page 13: providing mentoring for newly appointed school leaders; implementing principal/vice-principal performance appraisal; and complying with the provisions of PPM No. 152. The board will communicate the BLDS throughout the district.

A board is required to articulate three goals for the implementation of its BLDS in 2010–11 and record them in Section 4 of the Planning Template and Implementation Continuum (Appendix C, p. 33). One of the goals will relate to mentoring for newly appointed school leaders.

How Are the Goals Developed?

The goals for the BLDS are driven by the goals and priorities of the board strategic plan and the board improvement plan for student achievement.

For example, if the data collected for the board strategic plan show that there will be a shortage of principals and vice-principals in the district within five years, then one of the BLDS goals might be to develop a plan for recruitment, focusing on Part A of the implementation continuum, "Identification and Recruitment Practices" (Appendix C, Section 8, p. 41).

3.4 The Board Leadership Development Strategy Implementation Plan

A board will develop an implementation plan to carry out its goals. The BLDS Planning Template and Implementation Continuum is provided to assist boards in doing this. The BLDS steering committee can identify the current level of the board's leadership development strategy implementation relative to the stages described in the continuum. The continuum (Section 8 of Appendix C) can be used on an ongoing basis to identify progress, needs, and next steps. Boards are required to complete the template and continuum and submit them to the ministry as specified in section 4.1 of this document (and in Section 1 of Appendix C, p. 28).

The continuum is derived from the succession planning domain of the Ontario Leadership Framework, Part 2: System Practices and Procedures, and from the Leadership Self-Review Tool.[7] The continuum is organized into the following six parts:

- Part A: Identification and Recruitment Practices
- Part B: Training and Development for Aspiring Leaders
- Part C: Selection Processes
- Part D: Professional Learning Opportunities for Newly Appointed Leaders
- Part E: Placement and Transfer Processes
- Part F: Capacity Building for Experienced Leaders

The continuum identifies the three *required* areas of focus for the BLDS for 2010–11. It also identifies *suggested* areas of focus (the 2009–10 requirements). Figure 1, below, outlines the required and suggested areas of focus.

The continuum will also assist boards in identifying other areas of focus that may be financed using ministry leadership development funds or through other funding.

Figure 1: BLDS Areas of Focus Represented in the Planning Template and Implementation Continuum

Ministry-Required Focus Areas for 2010–11

- Mentoring for newly appointed school leaders
- Principal/vice-principal performance appraisal (PPA)
- Terms and conditions of employment of principals and vice-principals (PPM No. 152)

Suggested Focus Areas for 2010–11 (based on focus areas required in 2009–10)

- Data collection
- Practices and competencies
- Professional learning

Other Focus Areas for 2010–11

- The board leadership development strategy implementation plan will include any other areas of focus identified through the continuum that the board chooses to invest in using the ministry leadership development funds. These areas of focus must relate to the goals and priorities identified in the board strategic plan and the board improvement plan for student achievement.
- The board may also identify additional areas of focus in the implementation plan that are not financed through ministry leadership development funds.

7. Both of these resources can be found on the Institute for Education Leadership (IEL) website, at www.education-leadership-ontario.ca/resources.shtml.

3.5 Mentoring for Newly Appointed School and System Leaders

Boards are required to provide mentoring for newly appointed school leaders (principals/vice-principals) and to support participation in mentoring for newly appointed system leaders (supervisory officers/directors of education).

What is it?

Mentoring is a non-evaluative relationship between an experienced professional and one who is newer to the role. The focus is on the professional learning needs of the mentee. The mentor uses questioning and feedback techniques in the context of a trusting relationship and a learning plan developed by the mentor and mentee together.

What is its purpose?

In the face of multiple demands and priorities for newly appointed school and system leaders, mentoring can accelerate learning, reduce isolation, and increase confidence and skill in the new role. Experienced school and system leaders also benefit from mentoring by receiving support and resources that assist them in becoming effective mentors and continuing to develop their own leadership competencies.

At its core, mentoring provides guidance and support tailored to the unique roles of newly appointed school and system leaders so they can be successful in acquiring and putting into practice the technical and adaptive skills that are essential in these important stages of their leadership career.

What is required of boards in 2010–11?

- Boards must provide mentoring for newly appointed school leaders, based on approaches outlined in *Mentoring for Newly Appointed School Leaders: Requirements Manual* and the Mentoring for Newly Appointed School Leaders Implementation Continuum (Section 9 of Appendix C), as part of the BLDS.
- BLDS funds are to be used by boards to support the implementation of mentoring for newly appointed school leaders.
- Boards will support newly appointed system leaders who wish to participate in mentoring opportunities for newly appointed system leaders provided through supervisory officer and director of education associations.

How does mentoring connect to the BLDS and the Ontario Leadership Framework?

Boards have noted that both mentoring and principal/vice-principal performance appraisal provide the support systems necessary to encourage aspiring leaders to transition *into* the role of a principal (or vice-principal). Through these supports, potential leaders observe processes that promote engagement and talent development. In addition, feedback on the implementation of mentoring reveals that the Ontario Leadership Framework (OLF) has become a fundamental tool in determining the practices and competencies that become the areas of focus in the professional growth of mentees and in mentoring relationships among colleagues throughout the district.

3.6 Principal/Vice-Principal Performance Appraisal

Boards are required to implement principal/vice-principal performance appraisal (PPA), in accordance with the provisions of Ontario Regulation (O. Reg.) 234/10, "Principal and Vice-Principal Performance Appraisal" (as amended).

What is it?

PPA is a goal-oriented appraisal process in which a principal/vice-principal sets goals with input from staff and supervisors, and identifies actions and strategies to improve student achievement and well-being.

What is its purpose?

PPA is designed to ensure that school leaders are well supported in their professional growth and development through a targeted, district-wide strategy that provides formal and informal opportunities for feedback, dialogue, and ongoing professional learning.

What is required of boards in 2010–11?

- Boards will implement O. Reg. 234/10 starting on September 1, 2010. The document *Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual* provides guidance on the implementation of PPA.
- BLDS funds are to be used by boards to support implementation of the PPA process (e.g., training, purchase of resources).
- To support effective planning, boards are required to establish a five-year PPA cycle and report the projected estimate of the number of appraisals that will take place each year in Section 3 of the BLDS Planning Template and Implementation Continuum (Appendix C).

How does PPA connect to the BLDS?

Performance appraisals and Annual Growth Plans foster leadership development by providing opportunities for principals and vice-principals to engage in meaningful dialogue with their supervisors about performance, articulate the supports they require to achieve performance goals, and identify ways of enhancing professional growth. The PPA process also helps districts create competent and confident leaders and facilitate effective succession planning.

3.7 Policy/Program Memorandum (PPM) No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals"

Boards must ensure that they have in place terms and conditions of employment of principals and vice-principals as set out in PPM No. 152 (February 12, 2010).

What is it?

PPM No. 152 outlines a number of provisions that boards must include as part of the terms and conditions of employment for principals and vice-principals (e.g., transfer process, redundancy, reassignment). In addition, the document *Effective Practices Guide for Principal/Vice-Principal Terms and Conditions of Employment*, which accompanies PPM No. 152, further describes effective practices that boards can use to inform meaningful discussions with principals and vice-principals.

What is its purpose?

PPM No. 152 and the guide set out standards of practice that are consistent province-wide, to ensure that boards use a consultative process as they establish or update their policies on principal/vice-principal terms and conditions of employment.

What is required of boards in 2010–11?

- Boards will comply with the provisions of PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals", by March 31, 2011 (see Section 7 of Appendix C).

How does the PPM connect to the BLDS?

The development of transparent terms and conditions of employment models effective human relations, and is therefore an integral component of good succession planning. Evidence of attention to effective human relations is

helpful in attracting potential school leaders. Having the best school leaders will ultimately increase student achievement and well-being.

3.8 Monitoring and Evaluation

A board is responsible for monitoring and evaluating on an ongoing basis to determine whether the BLDS is being implemented effectively and whether it is achieving its intended goals. Ongoing oversight enables boards to identify barriers and issues and take action to address challenges and make adjustments as needed. The ministry may also evaluate or engage external evaluators to assess the impact of the BLDS and the experience of leaders within a district.

4 Responsibilities, Eligible Expenses, and Reporting

4.1 Responsibilities

The following chart provides an overview of specific roles and reporting responsibilities.

✓ – final approval (required)
X – consultation and development
BL – BLDS lead
SC – steering committee
SO – designated BLDS supervisory officer
DE – director of education

	Board			
Activity	BL	SC	SO	DE
Identify a BLDS lead			X	✓
Establish a BLDS steering committee	X		X	✓
Develop the BLDS	X	X	X	✓
Develop a BLDS implementation plan	X	X	X	✓
Provide mentoring of newly appointed school leaders and support mentoring of newly appointed system leaders	X	X	X	✓
Implement principal/vice-principal performance appraisal (PPA)	X	X	X	✓
Comply with PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals"	X	X	X	✓
Monitor and evaluate	X	X	X	X
Complete identified sections of the Board Leadership Development Strategy Planning Template and Implementation Continuum and submit them to the ministry by October 29, 2010	X	X	X	✓

(continued)

	Board			
Activity	BL	SC	SO	DE
Complete the PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals" – Compliance Statement (Section 7 of the Board Leadership Development Strategy Planning Template and Implementation Continuum) and submit it to the ministry by March 31, 2011	X	X	X	✓
Complete identified sections of the Board Leadership Development Strategy Planning Template and Implementation Continuum and submit them as the final report to the ministry by July 8, 2011	X	X	X	✓

4.2 Eligible Expenses

Eligible expenditures include:

- costs associated with planning, goal setting, and implementation of the BLDS (e.g., professional advisory/consultation services to assist in establishing the BLDS, provision of training, purchase of books or other resources);
- costs associated with professional learning and the purchase and development of resources to support the implementation of the BLDS (e.g., professional learning and resources for the BLDS lead). (Note that all resources developed with BLDS funds are to be made available to the Ministry of Education upon request.);
- costs associated with implementing mentoring for newly appointed leaders, in accordance with the document *Mentoring for Newly Appointed School Leaders: Requirements Manual*;
- costs associated with implementing O. Reg. 234/10, "Principal and Vice-Principal Performance Appraisal" (as amended), as outlined in *Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual*;
- costs associated with complying with the provisions of PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals";
- costs associated with monitoring and evaluation of the BLDS;
- costs associated with steering committee meetings (e.g., travel and accommodations, in accordance with the Ontario Management Board of Cabinet Travel, Meal and Hospitality Expense Directive);
- costs associated with BLDS coordination and planning.

Ineligible expenses include:

- capital expenditures (e.g., furniture, equipment);
- costs associated with staff and support staff not related to the BLDS (e.g., educational assistants, school office administrative support);
- costs associated with resources for students (e.g., textbooks, classroom materials).

Provisions for unused funds will be determined at the end of each year.

4.3 Reporting Requirements

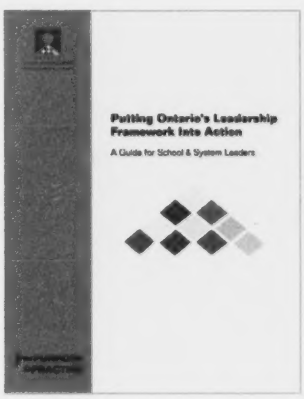
There is a single consolidated report for the BLDS in 2010–11, in the form of the BLDS Planning Template and Implementation Continuum. Boards are required to complete specified sections of the report and submit an electronic copy to the regional education officer at three points during the school year – by October 29, 2010; March 31, 2011; and July 8, 2011 (see Section 1 of Appendix C, p. 28, for a detailed list of the sections to be submitted by each date).

5 Appendices

Appendix

A An Overview of the Ontario Leadership Framework and Five Core Leadership Capacities

The Ontario Leadership Framework



The establishment and promotion of a common Ontario Leadership Framework (OLF) is central to the ministry's Ontario Leadership Strategy. The OLF provides a common language to describe and discuss effective leadership and is an important step to building leadership capacity in Ontario. The OLF is evidence-based and reflects Ontario's culture of high expectations within education. It has been developed with the input of education partners and world-recognized leadership experts, and has been adopted by the Institute for Education Leadership (IEL). The OLF has been tailored to address the distinct and separate needs of principals and supervisory officers and has been adapted for the Catholic faith and French-language perspectives.

Part One of the framework identifies a set of core leadership practices and competencies – skills, knowledge, and attitudes – for principals, vice-principals, and supervisory officers that describe effective leadership. Part Two includes

system practices and procedures that support successful leadership.[8] The OLF is not intended as a job description for leaders, nor as a checklist against which to assess performance. Rather, it provides a framework for growth, which is sufficiently detailed to describe good leadership, but broad enough to be applicable in the various contexts in which school and system leaders function throughout their careers. It confirms the influence of leadership on student learning in the following five domains:

- setting directions
- building relationships and developing people
- developing the organization
- leading the instructional program
- securing accountability

The Ontario Leadership Framework is instrumental to supporting career-long professional learning for principals/vice-principals, supervisory officers, and directors. At the ministry level, the OLF provides the foundation that underpins all policies and initiatives relating to leadership and professional learning. At the district level, the OLF is integral to the BLDS for the focus it provides on individual and organizational development. At the school level, the OLF provides principals and vice-principals with detailed information about the practices and competencies that have been identified in the research as having a positive effect on student achievement and well-being, reducing gaps in student achievement, and increasing public confidence in publicly funded education. Teacher leaders may also find the OLF helpful as a resource.

More information about the OLF is available at the IEL website, at www.education-leadership-ontario.ca/resources.shtml. The IEL provides training on the OLF to boards upon request.

8. Ontario's Institute for Education Leadership funded *Leading the Future: A Project of the Directors of Education in Southwest Ontario*. As part of the mandate of this project, Part Two of the OLF was revised, pending appropriate vetting by provincial stakeholders. The final report is available at www.education-leadership-ontario.ca/files/IELLeadingFuture.pdf.

Five Core Leadership Capacities

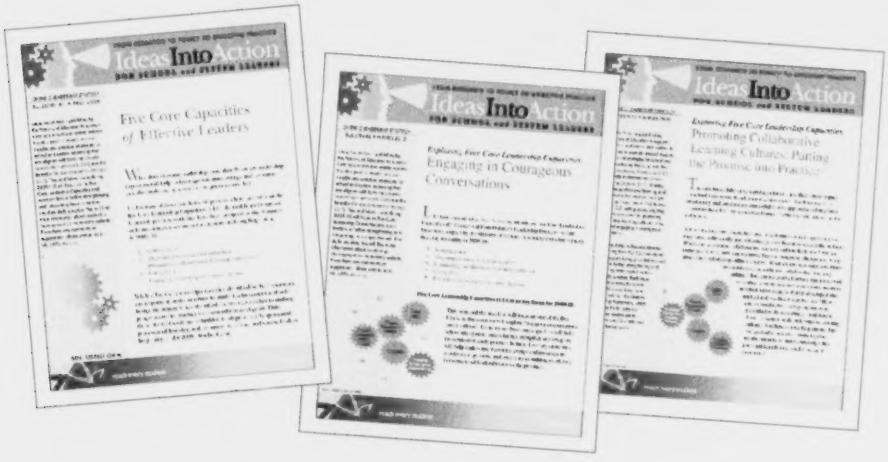
The Core Leadership Capacities (CLCs) are derived from the OLF. They have been recognized by research, practitioners, and education partners as being critical areas of leadership required for sustained improvement in student achievement and well-being.

The CLCs are as follows:

- Setting goals
- Aligning resources with priorities
- Promoting collaborative learning cultures
- Using data
- Engaging in courageous conversations

Boards are encouraged to use the OLF as the foundation for their leadership capacity-building strategies. In this context, boards may wish to use the CLCs to support leadership development activities. Principals/vice-principals, supervisory officers, and directors use the OLF as a resource to identify practices and competencies that will be their focus for building expertise, including those related to the five CLCs. As environments change and expertise grows, leaders identify new areas for development related to the CLCs. In this way, they continuously improve their practice.

More information on the CLCs is available in *Ideas Into Action*, a series of bulletins developed by the Ministry of Education to provide research insights and practical strategies for school and system leaders. Issues of *Ideas Into Action* are available on the Ministry of Education's website, at www.ontario.ca/eduleadership.



Appendix

B Key Partners

The 2010–11 BLDS is informed by the work of the Ministry of Education, in partnership with districts and key partners representing associations of principals, supervisory officers, and directors of education. The key partners are listed below.

Board leads and steering committees are encouraged to contact the following associations to access resources and professional learning opportunities offered by the associations to support the BLDS and develop the capacities of leaders throughout the district.

- Association des conseillères et conseillers des écoles publiques de l'Ontario
- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des gestionnaires de l'éducation franco-ontarienne
- Association franco-ontarienne des conseils scolaires catholiques
- Catholic Principals' Council of Ontario
- Centre franco-ontarien de ressources pédagogiques
- Conseil ontarien des directrices et directeurs de l'éducation de langue française
- Council of Ontario Directors of Education
- English Catholic Council of Directors of Education of Ontario
- Ontario Catholic School Trustees' Association
- Ontario Catholic Supervisory Officers' Association
- Ontario Principals' Council
- Ontario Public School Boards' Association
- Ontario Public Supervisory Officials' Association
- The Learning Partnership, in partnership with the Rotman School of Management at the University of Toronto

Appendix C

Board Leadership Development Strategy Planning Template and Implementation Continuum

SECTION 1: INSTRUCTIONS

This appendix includes the Planning Template (Sections 2–7), the BLDS Implementation Continuum (Section 8), and the Mentoring for Newly Appointed School Leaders Implementation Continuum (Section 9).

Enter your information in the Word document provided by the ministry and submit it electronically to leadership-reports@ontario.ca, with a copy to your regional education officer, by the dates specified below.

The sections listed below must be completed and submitted by **October 29, 2010**:

- Section 2: BLDS Authorization and Contact Page – Part 2(a) only
- Section 3: BLDS District Statistics – Parts 3(a), 3(b), and 3(c) only
- Section 4: 2010–11 BLDS – Goals – Part 4(a) only for each goal
- Section 5: Detailed Accounting Statement – Part 5(a) only
- Section 6: Training in 2010–11
  – Mentoring for Newly Appointed School Leaders – Part 6(a) only
  – Principal/Vice-Principal Performance Appraisal – Part 6(c) only
- Section 8: BLDS Implementation Continuum
- Section 9: Mentoring for Newly Appointed School Leaders Implementation Continuum

The section listed below must be completed and submitted by **March 31, 2011**:

- Section 7: PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals" – Compliance Statement

The sections listed below must be completed and submitted by **July 8, 2011**:

- Section 2: BLDS Authorization and Contact Page – Part 2(b)
- Section 3: BLDS District Statistics – Part 3(d)
- Section 4: 2010–11 BLDS – Goals – Part 4(b) for each goal
- Section 5: Detailed Accounting Statement – Part 5(b)
- Section 6: Training in 2010–11
  – Mentoring for Newly Appointed School Leaders – Part 6(b)
  – Principal/Vice-Principal Performance Appraisal – Part 6(d)

SECTION 2: BOARD LEADERSHIP DEVELOPMENT STRATEGY (BLDS) AUTHORIZATION AND CONTACT PAGE[9]

Name of district school board/school authority/Provincial Schools Authority:

<table>
<tr><td rowspan="5">Part 2(a)</td><td colspan="3">Director of education/supervisory officer for school authority/director of provincial schools:
Name:
Telephone:
Email:</td></tr>
<tr><td colspan="2">Director's signature for the board leadership development strategy and implementation plan:</td><td>Date:</td></tr>
<tr><td colspan="2">Superintendent responsible for the BLDS in 2010–11:
Name:
Telephone:
Email:</td><td>2010–11 BLDS lead for the district:
Name:
Telephone:
Email:</td></tr>
<tr><td colspan="2">BLDS steering committee (names):
❑ Designated BLDS superintendent _____
❑ BLDS lead for the district _____
❑ Mentoring for newly appointed school leaders lead _____
❑ Principal/vice-principal performance appraisal lead _____
❑ Principal/vice-principal _____
❑ Other: _____</td><td>Planned steering committee meeting dates:
_____
_____
_____
_____
_____</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td rowspan="2">Part 2(b)</td><td colspan="2">Director's signature for the final report:</td><td>Date:</td></tr>
<tr><td colspan="2">Chief financial officer's signature for the final report:</td><td>Date:</td></tr>
</table>

9. Signing this authorization page confirms that the information in this report is accurate and that the board is implementing the BLDS in accordance with ministry requirements.

SECTION 3: BOARD LEADERSHIP DEVELOPMENT STRATEGY DISTRICT STATISTICS

Part 3(a) Principal/Vice-Principal Mentor/Mentee Participant Numbers for 2010–11

Mentee Participants*	Numbers	Mentor Participants	Numbers
First-year principal mentees		Practising principal mentors	
First-year vice-principal mentees		Practising vice-principal mentors	
Second-year principal mentees		Retired principal mentors	
Second-year vice-principal mentees		Retired vice-principal mentors	
Total number of mentees		Total number of mentors	
Newly appointed school leaders who are not participating as mentees at the time of submission (if any)			
* Include both acting and permanent staff who are in the role of principal and vice-principal at the time of submission.			

Part 3(b) System Leader Mentor/Mentee Participant Numbers for 2010–11

Newly Appointed System Leaders*	Numbers
First-year superintendent (academic)	
First-year superintendent (business)	
Second-year superintendent (academic)	
Second-year superintendent (business)	
First-year director	
Second-year director	
Total	
* Include both acting and permanent staff who are in the roles of supervisory officer and director at the time of submission.	

SECTION 3 *(continued)*

Part 3(c) Principal/Vice-Principal Performance Appraisal Number Projections

PPA Participants	Numbers in 2010–11	Numbers in 2011–12	Numbers in 2012–13	Numbers in 2013–14	Numbers in 2014–15
Second-year principals/vice-principals					
Evaluation-year principals/vice-principals (five-year cycle)					

Part 3(d) Final Principal/Vice-Principal Performance Appraisal Numbers in 2010–11

Numbers of Principals and Vice-Principals Appraised Through the PPA Process	Second-Year Satisfactory	Second-Year Unsatisfactory	Evaluation-Year Satisfactory	Evaluation-Year Unsatisfactory
Principals				
Vice-principals				
Number of appraisals not completed: _____ Reason (e.g., leave, withdrawal, reassignment):				

SECTION 4: 2010–11 BOARD LEADERSHIP DEVELOPMENT STRATEGY – GOALS

- Districts are asked to establish three goals as a focus for the implementation of their board leadership development strategy (BLDS) in 2010–11.
- One goal will relate to mentoring for newly appointed school leaders.
- A separate page has been provided for each goal.
- Goals should reflect areas identified with the aid of the BLDS Implementation Continuum (see Section 8 of this appendix) as needing the most attention.

Part 4(a): Goals and Strategies			
2010–11 BLDS GOAL 1 *(Refer to Part D2, "Mentoring", of Section 8: Board Leadership Development Strategy Implementation Continuum)*			
Identify the area(s) of focus from the Board Leadership Development Strategy Implementation Continuum that relate to your goal:			
GOAL:			
INDICATORS: *(How will you know if you have met this goal?)*			
Strategies	**Resources**	**Target Group**	**Timelines**
Part 4(b): Outcomes *(to be reported by July 8, 2011)* **Did you meet this goal? If not, please explain why.** ❑ **YES** ❑ **PARTIALLY** ❑ **NO** ***Comments:***			

SECTION 4 *(continued)*

Part 4(a): Goals and Strategies *(continued)*			
2010–11 BLDS GOAL 2			
Identify the area(s) of focus from the Board Leadership Development Strategy Implementation Continuum that relate to your goal:			
GOAL:			
INDICATORS: *(How will you know if you have met this goal?)*			
Strategies	**Resources**	**Target Group**	**Timelines**
Part 4(b): Outco[illegible] *(to be reported by July 8, 2011)* **Did you meet this goal? If not, please explain why.** ❑ **YES** ❑ **PARTIALLY** ❑ **NO** ***Comments:***			

Part 4(a): Goals and Strategies *(continued)*			
2010–11 BLDS GOAL 3			
Identify the area(s) of focus from the Board Leadership Development Strategy Implementation Continuum that relate to your goal:			
GOAL:			
INDICATORS: *(How will you know if you have met this goal?)*			
Strategies	**Resources**	**Target Group**	**Timelines**
Part 4(b): Outcomes *(to be reported by July 8, 2011)* **Did you meet this goal? If not, please explain why.** ❑ **YES** ❑ **PARTIALLY** ❑ **NO** ***Comments:***			

SECTION 5: DETAILED ACCOUNTING STATEMENT

- Use Part 5(a) to indicate your board's planned expenditures of ministry BLDS funding for the 2010–11 school year.
- Use Part 5(b) to indicate your board's actual expenditures of ministry BLDS funding for the 2010–11 school year.

Part 5(a): *To be submitted no later than October 29, 2010*				Part 5(b): *To be submitted no later than July 8, 2011*		
Items	**Projected Expenditures Between August 1, 2010, and March 31, 2011**	**Projected Expenditures Between April 1, 2011, and July 31, 2011**	**Total**	**Actual Expenditures**	**Variance From Projected Total**	**Explanation for Variance (if necessary)**
1.	$	$	$	$	$	
2.	$	$	$	$	$	
3.	$	$	$	$	$	
4.	$	$	$	$	$	
5.	$	$	$	$	$	
6.	$	$	$	$	$	
7.	$	$	$	$	$	
8.	$	$	$	$	$	
TOTAL BLDS EXPENDITURES FOR 2010–11	$	$	$	$	$	

SECTION 6: TRAINING IN 2010–11

Mentoring for Newly Appointed School Leaders

Training (August 1, 2010, to July 31, 2011)	Part 6(a) Planned Training *(to be submitted no later than October 29, 2010)*			Part 6(b) Completed Training *(to be submitted no later than July 8, 2011)*		
	Orientation for First-Year Mentees	Mentor Training for First-Year Mentors	Mentor Training for Experienced Mentors	Orientation for First-Year Mentees	Mentor Training for First-Year Mentors	Mentor Training for Experienced Mentors
Planned Date(s)						
Estimated Number of Total Participants						
Topics to Be Covered						
Resources to Be Provided						
Type of Training						
Trainer Information (Who will provide/who provided the training?)						

SECTION 6 *(continued)*

Principal/Vice-Principal Performance Appraisal

Training (August 1, 2010, to July 31, 2011)	Part 6(c) Planned Training *(to be submitted no later than October 29, 2010)*		Part 6(d) Completed Training *(to be submitted no later than July 8, 2011)*	
	Estimated Number to Be Trained	**Date(s)**	**Actual Number Trained**	**Date(s)**
Initial Training (on the Regulation and the Appraisal Process)				
Appraisers (Principals and Supervisory Officers)				
Appraisees (Vice-Principals and Principals)				
	Topic(s)	**Date(s)**	**Topic(s)**	**Date(s)**
Professional Learning to Enhance the Appraisal Process*				
Trainer Information (Who will provide / who provided the training?)				
* e.g., goal setting, Ontario Leadership Framework, courageous conversations, using the Performance Plan, using the Annual Growth Plan				

SECTION 7: PPM NO. 152, "TERMS AND CONDITIONS OF EMPLOYMENT OF PRINCIPALS AND VICE-PRINCIPALS" – COMPLIANCE STATEMENT

Please complete the Word version of the form below, provided by the ministry, and email it to leadership-reports@ontario.ca, with a copy to [name of regional education office contact] **at** [email address of regional education office contact] **no later than March 31, 2011.**

To:	Leadership Development Branch	**From:**	[name of sender]
CC:	[name of regional education officer]	**Date:**	[date]
Re:	PPM No. 152 Compliance Statement		

This letter is to confirm that [name of board] **has, as of March 31, 2011, complied with the requirements set out in Policy/Program Memorandum No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals".**

_____ _____

Signature
Director of Education

Date

_____

Please print full name

SECTION 8: BOARD LEADERSHIP DEVELOPMENT STRATEGY IMPLEMENTATION CONTINUUM

- On the continuum, which includes Parts A through F, highlight in yellow the descriptors that best match your district's current level of implementation.
- All resources developed with ministry leadership development funds are to be made available to the Ministry of Education upon request.
- The Institute for Education Leadership's (IEL) Appliki search engine contains useful resources for succession planning and talent development that are currently in use in Ontario's school system. The IEL also offers the Leadership Self-Review Tool (LSRT) to help boards assess the support they offer their school leaders. (See www.education-leadership-ontario.ca for more information.)
- Districts are encouraged to share succession planning and talent development resources with the IEL to be included in the Appliki search engine.

Key to Focus Areas Represented in the Implementation Continuum

Focus Area	Shading Used in Continuum
Ministry-Required Focus Areas for 2010–11 • Mentoring for newly appointed school leaders (Part D2) • Principal/vice-principal performance appraisal (PPA) (Part F2) • Terms and conditions of employment of principals and vice-principals (PPM No. 152) (Part E1)	
Suggested Focus Areas for 2010–11 (based on focus areas required in 2009–10) • Data collection (Part A3) • Practices and competencies (Part B1) • Professional learning (Part F1)	
Other Focus Areas for 2010–11 • The board leadership development strategy implementation plan will include any other areas of focus identified through the continuum that the board chooses to invest in using the ministry leadership development funds. These areas of focus must be based on the goals and priorities identified in the board strategic plan and the board improvement plan for student achievement. • The board may also identify additional areas of focus in the implementation plan that are not financed through ministry leadership development funds.	

A.	**Identification and Recruitment Practices:** The district has a leadership development strategy that includes well-developed, well-communicated, and inclusive identification and recruitment practices.			
	Fundamental Components	Implementation	Building Capacity	Sustaining Capacity
1	**Leadership Profile** The district develops profiles of leaders in various roles that are consistent with *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009*. Principal, vice-principal, supervisory officer, and director profiles are also consistent with the Ontario Leadership Framework.	The district: • establishes processes to communicate the profile of an effective leader throughout the district in multiple ways; • communicates the profile throughout the district to advance effective instructional leadership that is focused on student achievement and well-being.	The district: • verifies that staff (current and aspiring leaders) can articulate the profile of an effective leader; • supports the use of the profile to advance effective instructional leadership that is focused on student achievement and well-being.	The district: • refines the profile of an effective leader to clarify and promote common understanding across the district; • adapts the profile to address emerging and future needs in order to advance effective instructional leadership that is focused on student achievement and well-being.
2	**Self-Assessment** The district develops a plan to help potential leaders with self-assessment. The district develops a mechanism to provide feedback to aspiring leaders.	The district: • provides training for aspiring leaders on the available self-assessment tools for particular leadership roles; • establishes mechanisms for aspiring leaders to receive feedback concerning their leadership development.	The district: • promotes self-assessment tools and training through well-communicated processes; • identifies high-potential candidates and encourages them to go through self-assessment; • supports the provision of feedback to aspiring leaders.	The district: • reassesses the self-assessment and feedback processes consistently and on a cyclical basis; • modifies the processes based on gap identification in order to better support the various needs of aspiring leaders.
3	**Data Collection** The district uses current data to identify system needs, including economic factors, population trends, and range of experience of staff.[10] *(continued)*	The district: • uses data on system needs to inform long-term planning for each school as well as the whole district (e.g., to ensure informed succession planning);	The district: • focuses leadership training and development to ensure that an adequate pool of well-qualified leaders will be available to meet future needs;	The district: • refines leadership development opportunities and recruitment plans, regularly communicating these to staff at all stages of their careers;

10. The Ministry of Education's Operational Review Report can provide useful information and recommendations concerning human resource management and school staffing/allocation.

SECTION 8 *(continued)*

A.	**Identification and Recruitment Practices** *(continued)*			
	Fundamental Components	**Implementation**	**Building Capacity**	**Sustaining Capacity**
	The Leadership Self-Review Tool (LSRT)[11] is used to gather further information.	• establishes mechanisms and determines tools that will be used to gather information concerning the supports provided to school leaders (e.g., the Leadership Self-Review Tool).	• gathers data concerning the supports provided to school leaders to inform leadership development practices, and assesses the data gathered.	• refines data-gathering processes based on needs, and monitors interest from aspiring and qualified leaders to ensure that those who will be effective leaders are attracted to leadership roles.
4	**Diversity** The district develops a strategy to attract and develop leaders that reflect the diversity within the community.	The district: • identifies systemic barriers and discriminatory biases that may limit the opportunities that individuals from diverse communities have for hiring and promotion; • establishes effective practices in attracting individuals from diverse communities.	The district: • focuses on removing systemic barriers and discriminatory biases that may limit the opportunities of individuals from diverse communities for hiring and promotion; • promotes effective practices in attracting individuals from diverse communities.	The district: • reviews the strategy to attract and develop leaders that reflect the diversity within the community and remove systemic barriers and discriminatory biases, and monitors perceptions of the strategy; • revises effective practices for attracting individuals from diverse communities.
5	**Leadership Roles** The district actively provides opportunities for staff to experience leadership roles.	The district: • establishes leadership development opportunities for staff to experience various leadership roles (e.g., chair of committee or staff meeting).	The district: • promotes leadership development opportunities for staff to experience various leadership roles and provides feedback to potential leaders after their experience.	The district: • refines and monitors various leadership development opportunities for staff to experience various leadership roles (e.g., job shadowing, acting position, internship) and provides feedback to potential leaders after their experience.
Additional comments (optional):				

11. Or an equivalent instrument used by the board.

B.	**Training and Development for Aspiring Leaders:** The district has a leadership development strategy that includes training and talent development for aspiring leaders.			
	Fundamental Components	Implementation	Building Capacity	Sustaining Capacity
1	**Practices and Competencies** The district has a clear statement of practices and competencies essential to each leadership position to assist aspiring leaders in career planning. The district provides opportunities for aspiring leaders to observe the use of, and acquire, the competencies outlined in the leadership profile. Profiles for principals, vice-principals, supervisory officers, and directors are based on the Ontario Leadership Framework.	The district: • identifies practices and competencies that leaders are expected to reflect in various leadership positions, and communicates them throughout the board; • develops academic leadership profiles that are based on the Ontario Leadership Framework.	The district: • provides opportunities for aspiring leaders to observe the use of, and acquire, competencies necessary to successfully implement effective leadership practices (e.g., through job-shadowing programs, online support communities); • supports aspiring leaders based on the challenges they identify when developing instructional leadership capacities.	The district: • monitors and refines opportunities for aspiring leaders to observe the use of, and acquire, competencies necessary to successfully implement effective leadership practices (e.g., through job-shadowing programs, online support communities); • reviews and revises the supports provided to aspiring leaders based on the challenges they identify when developing instructional leadership capacities.
2	**Leadership Curriculum** The district offers a variety of coordinated training and development opportunities to support the professional growth of potential leaders. These opportunities focus on developing the competencies outlined in the leadership profile (which is based on the Ontario Leadership Framework).	The district: • establishes a leadership curriculum on the basis of feedback from aspiring, newly appointed, and experienced leaders on the learning needs of aspiring leaders; • develops training and development opportunities for potential leaders and communicates information about these throughout the board.	The district: • aligns training and development opportunities for potential leaders with the district's leadership profile; • provides various adult learning opportunities that focus on problem-based learning and self-reflection.	The district: • modifies the district's leadership profile and training and development opportunities for potential leaders on the basis of feedback from participants and newly appointed and experienced leaders; • refines adult learning opportunities to include a wide range of strategies, such as portfolio development, action research, and education improvement initiatives.
Additional comments (optional):				

SECTION 8 *(continued)*

C.	**Selection Processes:** The district has a leadership development strategy that includes selection processes that are systematic, transparent, equitable, and inclusive.			
	Fundamental Components	Implementation	Building Capacity	Sustaining Capacity
1	**Pathways to Leadership** The district encourages aspiring leaders with a variety of backgrounds and experiences to consider the leadership path.	The district: • encourages potential candidates with a wide variety of backgrounds and experiences to consider the leadership path.	The district: • promotes clearly identified pathways to and requirements for various leadership positions and communicates these pathways to potential candidates with a wide variety of backgrounds and experiences.	The district: • reassesses communication mechanisms of pathways to and requirements for all leadership positions, with a specific focus on promoting an equitable and fair process that encourages aspiring leaders with a variety of backgrounds and experiences.
2	**Selection Process** The district recognizes that a multi-faceted selection process is required in order to accommodate a variety of learning styles.	The district: • identifies a selection process, criteria, and tools based on the competencies and practices of an effective leader (e.g., those in the Ontario Leadership Framework); • establishes a selection process that can accommodate a variety of learning styles.	The district: • promotes a selection process, criteria, and tools based on the competencies and practices of an effective leader; • supports a selection process that can accommodate a variety of learning styles, and communicates this process throughout the district.	The district: • reviews and revises the selection process based on the feedback from current and aspiring leaders in order to ensure that the process identifies aspiring leaders that demonstrate the competencies and practices of an effective leader and that the process is seen as accommodating, open, transparent, and fair.
3	**Identification of Barriers** The district identifies biases and barriers in its selection processes.	The district: • articulates a district-level and school-level leadership commitment to removing bias and barriers in the selection process.	The district: • develops a process for removing bias and barriers in the selection processes at the district and school level (e.g., by doing outreach to employee groups, by facilitating access to the selection process).	The district: • reassesses the selection process and refines it as necessary in order to promote a process that is viewed as inclusive, equitable, and free of biases and barriers.
Additional comments (optional):				

D.	**Professional Learning Opportunities for Newly Appointed Leaders:** The district has a leadership development strategy that includes a range of professional development opportunities for newly appointed school and system leaders.			
	Fundamental Components	Implementation	Building Capacity	Sustaining Capacity
1	**Learning Requirements** The district evaluates the professional learning requirements for those new to the role.	The district: • develops and communicates training and development opportunities and resources for newly appointed leaders; • identifies expectations for those new to the role and includes training as part of the district calendar.	The district: • aligns training and development opportunities and resources for newly appointed leaders with the district leadership curriculum; • promotes expectations for those new to the leadership role and includes training as an integral part of the district calendar.	The district: • refines and aligns training and development opportunities and resources, taking into consideration feedback provided by newly appointed principals and supervisory officers; • refines various adult learning opportunities for newly appointed leaders that take into consideration problem-based learning and self-reflection; • ensures that training and resources are readily available for those beginning a new role at different times of the year.
2	**Mentoring** The district implements mentoring as outlined in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010*, focusing on the requirement areas included in the Mentoring for Newly Appointed School Leaders Implementation Continuum (Section 9 of this appendix). For more information, see www.ontario.ca/eduleadership.	Determine the mentoring descriptor below that best matches your district's current level of implementation. The level of implementation should correspond to the level most often identified in the Mentoring for Newly Appointed School Leaders Implementation Continuum (Section 9), with respect to the following requirement areas: Role of Mentoring Lead; Identification of Mentoring Goals; Establishing Operational Parameters; Recruiting/Selecting Mentors; Matching Mentors and Mentees; Roles and Responsibilities of Mentors and Mentees; Initial and Ongoing Assessment of Mentee Learning Needs; Joint Orientation; Training of Mentors; Ongoing Professional Learning and Resources; Supporting Mentee Learning Plans; Exit Process; Monitoring and Evaluation.		
		The district: • attains an overall "implementation" level for most of the requirements and indicators in the Mentoring for Newly Appointed School Leaders Implementation Continuum.	The district: • attains an overall "building capacity" level for most of the requirements and indicators in the Mentoring for Newly Appointed School Leaders Implementation Continuum.	The district: • attains an overall "sustaining capacity" level for most of the requirements and indicators in the Mentoring for Newly Appointed School Leaders Implementation Continuum.

SECTION 8 *(continued)*

D.	**Professional Learning Opportunities for Newly Appointed Leaders** *(continued)*			
	Fundamental Components	Implementation	Building Capacity	Sustaining Capacity
3	**Supporting Instructional Leadership** The district evaluates its own processes for supporting instructional leadership and managing administrative functions and demands, including information requests.	The district: • establishes a system for coordinating tasks (e.g., a monthly tasks inventory) and for keeping external demands to a minimum to allow principals and vice-principals to focus on instructional leadership; • provides resources and technology applications that support the facilitation of administrative tasks and instructional leadership.	The district: • refines systems for coordinating tasks and for keeping external demands to a minimum, and promotes coordinated support systems for principals and vice-principals as instructional leaders (e.g., professional learning, reflective practices); • promotes resources and technology applications that support the facilitation of administrative tasks and instructional leadership.	The district: • monitors feedback concerning systems and structures to assist school and system leaders in finding an appropriate balance between instructional leadership and administration; • reviews and modifies resources and technology applications that support the facilitation of administrative tasks and instructional leadership.
4	**Informal Supports** The district accesses the expertise of those recently promoted or retired from leadership roles as supports for those new to the role.	The district: • facilitates the development of support networks for new school and system leaders to assist in problem-solving for emerging issues.	The district: • promotes networking for job-embedded learning (e.g., connections with colleagues in other schools to jointly solve problems).	The district: • refines and actively promotes networks that support a collaborative learning culture, based on the priorities of the district and the ministry.
Additional comments (optional):				

E.	**Placement and Transfer Processes:** The district has a leadership development strategy that includes placement and transfer processes for school and district leaders with supports to ensure success.			
	Fundamental Components	Implementation	Building Capacity	Sustaining Capacity
1	**Terms and Conditions** The district aligns policies and procedures with the requirements of PPM No. 152, "Terms and Conditions for Principal and Vice-Principal Employment", including a negotiation process with board and local principal/vice-principal associations. The district's terms and conditions document is agreed to by the board and local principal/vice-principal associations.	The district: • negotiates with local principal/vice-principal associations and agrees to a terms and conditions document; • shares the terms and conditions document with all current principals/vice-principals and aspiring leaders in the district; • achieves compliance with PPM No. 152 by March 31, 2011.	The district: • updates district policies and procedures to reflect the terms and conditions document.	The district: • monitors issues related to the terms and conditions agreement and meets with local principal/vice-principal associations as needed (e.g., reviews and modifies the transfer provisions when appropriate, based on the input of leaders and transferees in the district).
2	**Transition Process** The district develops and documents a comprehensive transition process for incoming and outgoing school and district leaders.	The district: • establishes a transition process for all leadership positions.	The district: • promotes the effective use of a transition process for all leadership positions and documents the process; • identifies processes that support the exchange of knowledge between incoming and outgoing leaders.	The district: • refines and monitors the effective use of a transition process for all leadership positions that promotes an effective exchange of knowledge between incoming and outgoing leaders; • communicates and documents changes to the process.
3	**Coaching** The district develops a process for offering short-term coaching appropriate to the situation and placement. Leaders that request coaching opportunities often determine the desired outcomes, such as enhancing performance, reflecting on practice, or examining and solving an issue.	The district: • provides access to short-term coaching when it is requested by school and district leaders; • communicates availability of coaching to school and district system leaders.	The district: • promotes access to short-term coaching and provides access when it is requested by school and district leaders in a timely manner on the basis of identified needs.	The district: • refines coaching opportunities based on feedback from school and district leaders who have participated in the process.
Additional comments (optional):				

SECTION 8 *(continued)*

F.	**Capacity Building for Experienced Leaders:** The district has a leadership development strategy that systematically supports experienced school and district leaders and builds capacity using a range of professional development opportunities. The BLDS may include a focus on developing skills and knowledge areas required for improving student achievement and well-being, such as the core leadership capacities: setting goals, aligning resources with priorities, promoting collaborative learning cultures, using data, and engaging in courageous conversations.			
	Fundamental Components	Implementation	Building Capacity	Sustaining Capacity
1	**Professional Learning** The district strategically supports the professional learning of all school and district leaders. The learning opportunities are connected to the stages outlined in Part B of this continuum, "Training and Development for Aspiring Leaders".	The district: • establishes a plan to provide professional learning opportunities to all school and district leaders; • identifies professional learning opportunities in accordance with identified needs and in support of the board improvement plan for student achievement.	The district: • supports networks of schools as professional learning communities for all school and district leaders; • provides professional learning opportunities in accordance with identified needs and in support of the board improvement plan for student achievement.	The district: • reassesses the needs of school and district leaders, and modifications are made to support learning networks and the goals of professional learning in the district; • monitors and adapts professional learning opportunities in accordance with identified needs and in support of the board improvement plan for student achievement.
2	**Performance Appraisal** The district implements a principal/vice-principal performance appraisal (PPA) process that is aligned with O. Reg. 234/10, "Principal and Vice-Principal Performance Appraisal".	The district: • establishes a five-year evaluation cycle and communicates this information to all appraisers and appraisees; • provides training and resources for appraisers and appraisees based on PPA requirements and specific district needs; • establishes a process to monitor the use of PPA in appraising principals and vice-principals.	The district: • provides opportunities to appraisers and appraisees to offer feedback on training and implementation supports; • supports continued training and resources on specific topics to meet the needs of appraisers and appraisees; • promotes a monitoring process and adapts the supports for PPA as necessary.	The district: • reviews and evaluates the impact of training and implementation supports, based on feedback from appraisers and appraisees; • adapts and offers ongoing training and resources to meet the needs of appraisers and appraisees; • adapts the monitoring process, makes adjustments to improve the PPA process, and realigns monitoring as necessary.

F.	Capacity Building for Experienced Leaders *(continued)*			
	Fundamental Components	**Implementation**	**Building Capacity**	**Sustaining Capacity**
3	**Performance Appraisal*** The district implements a performance appraisal system for leadership positions based on the leadership profiles (see A1 of the continuum). * Appraisal for all leadership roles (e.g., director, supervisory officer – academic and business, managers) *except* principals and vice-principals. (See Part F2 for principal/vice-principal performance appraisal.)	The district: • establishes an evaluation cycle and communicates this information to all appraisers and appraisees; • provides training and resources for appraisers and appraisees based on identified requirements and specific district needs; • establishes a process to monitor the use of district resources in appraising leaders in various roles.	The district: • provides opportunities to appraisers and appraisees to offer feedback on training and implementation supports; • supports continued training and resources on specific topics to meet the needs of appraisers and appraisees; • promotes a monitoring process and adapts the supports for the appraisal process as necessary.	The district: • reviews and evaluates the impact of training and implementation supports, based on feedback from appraisers and appraisees; • adapts and offers ongoing training and resources to meet the needs of appraisers and appraisees; • adapts the monitoring process, makes adjustments to improve the appraisal process, and realigns monitoring as necessary.
Additional comments (optional):				

Parts A–F of this continuum are based on the succession planning domain in Part 2, System Practices and Procedures, of the Ontario Leadership Framework and on the Leadership Self-Review Tool found at www.edu.gov.on.ca/eng/policyfunding/leadership/tools.html.

SECTION 9: MENTORING FOR NEWLY APPOINTED SCHOOL LEADERS IMPLEMENTATION CONTINUUM

- The continuum below enables boards to more closely identify their current stage of implementation and begin to set strategic goals.
- Please highlight in yellow the stage that reflects the board's implementation status for each requirement. Refer to *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* for requirements and effective practices. You may add additional information about the stage of implementation.

Indicators	Implementation	Building Capacity	Sustaining Capacity
1. Role of Mentoring Lead The mentoring lead is identified by the director of education and informed of his or her role and responsibilities as a member of the Board Leadership Development Strategy (BLDS) Steering Committee. The actions of the lead are supported by the BLDS Steering Committee. The roles of the BLDS lead and the mentoring lead can be fulfilled by the same person.	The lead: • receives certified mentor training (required) • acquires a comprehensive understanding of how the Ontario Leadership Framework (OLF) supports mentoring • ensures that the board meets all requirements set out in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* • facilitates mentoring relationships within the board and serves as liaison between mentors and mentees • provides the necessary supports to mentors and mentees (e.g., resources, examples of learning plan templates) • makes connections between mentoring and the BLDS	The lead: • ensures that the mentoring requirements are met through the monitoring process and revised as needed to best meet local needs and circumstances, and are in accordance with *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* • provides ongoing support to mentees and mentors • connects with leads in other boards to share effective practices and learn together about improving mentoring • strengthens connections between mentoring and the BLDS • makes connections between mentoring for newly appointed school leaders and other mentoring or coaching activities in the school board (e.g., New Teacher Induction Program, Student Success)	The lead: • makes enhancements to mentoring on the basis of monitoring and evaluation results and in accordance with provincial requirements set out in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* • provides continuous support to mentees and mentors, addressing specific needs as they arise • enhances connections with leads in other boards in order to share effective practices and learn together about improving mentoring • takes a system perspective on ongoing implementation and on the alignment of mentoring with other board and ministry initiatives • embeds mentoring as an integral component of the BLDS

Indicators	Implementation	Building Capacity	Sustaining Capacity
			• makes sure that connections between mentoring for newly appointed school leaders and other mentoring/coaching activities in the school board (e.g., New Teacher Induction Program, Student Success) are established and refined as appropriate
2. Identification of Mentoring Goals Mentoring is a key support for newly appointed school leaders and helps to attract the right people to the role. One clearly articulated mentoring goal that links with board improvement goals is developed for the board leadership development strategy (BLDS).	The lead: • identifies and communicates board mentoring goals that are specifically linked with the board strategic plan and the board improvement plan for student achievement	The lead: • monitors and evaluates the extent to which mentoring goals are being met and continue to meet the requirements of the board strategic plan and the board improvement plan for student achievement • refines board mentoring goals, based on monitoring and evaluation results • enhances orientation and preparation of mentors and mentees by communicating linkages between mentoring, the BLDS, and ministry initiatives that are critical to the development of newly appointed school leaders	The lead: • establishes standard procedures for monitoring and evaluating the extent to which mentoring goals are being met and continue to meet the requirements of the board strategic plan and the board improvement plan for student achievement • refines board mentoring goals, based on monitoring and evaluation results, on a continuous basis • includes a standard practice of communicating linkages between mentoring, the BLDS, and ministry initiatives that are critical to the development of newly appointed school leaders, as part of the orientation and preparation of mentors and mentees

SECTION 9 *(continued)*

Indicators	Implementation	Building Capacity	Sustaining Capacity
3. Establishing Operational Parameters Operational parameters must be established that support mentoring and meet provincial requirements set out in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010.* Parameters include: – identification of the frequency and nature of contact between mentors and mentees – scheduling and facilitation of mentoring interactions that will take place during and adjacent to district-scheduled administrator activities – provision of supports to allow participation at a distance (e.g., use of technology, web conferences)	The lead: • establishes the local operational parameters for mentoring, taking into account local circumstances, such as geography, demographics, number of newly appointed school leaders, and the number of mentors available • ensures that a minimum number of face-to-face contact hours is established and communicated to all participants • establishes and communicates guidelines for supply coverage and travel costs for mentors and mentees	The lead: • monitors and evaluates the extent to which the operational parameters outlined in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* are being met • reviews and refines operational parameters	The lead: • refines board operational parameters on a continuous basis, using results from monitoring and evaluation, as outlined in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010*

Indicators	Implementation	Building Capacity	Sustaining Capacity
4. Recruiting/Selecting Mentors A clear selection process must be used that includes criteria for recruiting effective mentors. The mentor must not be in a supervisory role in relation to the mentee. Practising or retired school leaders may serve as mentors. Mentors should be reflective, innovative leaders with a minimum of three years' experience as a principal or vice-principal. Mentors should have experience working with different adult learning styles, and demonstrate the potential to learn the necessary skills and strategies for mentoring.	The lead: • establishes criteria and a clear process for the recruitment and selection of mentors who meet the needs of the board and its mentees	The lead: • refines the recruitment and selection process, taking into account feedback from mentors and mentees • assesses the effectiveness of mentors on the basis of monitoring and evaluation results	The lead: • develops a process for ongoing recruitment and selection of mentors, and annually reviews and improves the selection process to best meet the needs of mentees and to encourage experienced administrators to become mentors
5. Matching Mentors and Mentees A process must be developed for matching mentors with mentees. Mentees should be consulted on the choice of mentor. Ideally the match will continue for a period of up to two years. The expertise of the mentor should be matched to the learning needs of the mentee. Mentors complete a "matching form" outlining their knowledge and experience relating to the domains of the Ontario Leadership Framework (OLF).	The lead: • establishes and puts in place an organized and timely process for matching mentors with newly appointed principals and vice-principals • identifies tools to facilitate the matching process (e.g., self-assessment tools, mentor/mentee profiles) • facilitates the matching process, considering input from the mentees and mentors and the individual needs of mentees (e.g., invites mentors/mentees to identify their strengths and needs) and using the OLF as a resource	The lead: • reviews and revises the matching process and tools in response to feedback from mentors and mentees	The lead: • reviews and revises the matching process and tools used to assess the needs of mentees and mentors • makes adjustments as needed to address changes in learning needs of mentees and overall requirements of the board

SECTION 9 *(continued)*

Indicators	Implementation	Building Capacity	Sustaining Capacity
6. Roles and Responsibilities of Mentors and Mentees Mentoring is an iterative process and is modified to meet the changing needs of the newly appointed school leader. The mentor is responsible for providing mentoring that focuses on both adaptive and technical aspects of the leadership role. The mentee is responsible for participating with the mentor in a collaborative manner to learn adaptive and technical aspects of the leadership role.	Mentors and mentees: • have a clear understanding of their roles and the expectations of mentoring within the board • demonstrate an understanding of effective leadership practices and competencies, as outlined in the Ontario Leadership Framework (OLF) • identify areas of focus for the first year of mentoring through the use of a learning plan (The mentee may begin with a focus on technical aspects of the leadership role through his or her interaction with the mentor.) • demonstrate knowledge of various mentoring approaches learned from each other through their interactions and relationship building Mentors: • understand a variety of mentoring approaches and ways of applying them in various circumstances • reflect on their own practices as a school leader to help inform the mentoring process	Mentors and mentees: • refine their focus of mentoring, considering both the adaptive and technical aspects of the leadership role (e.g., the transition to the role, development of leadership practices, implementation of key initiatives) • continue to document learning goals and progress through the use of a learning plan • adopt new practices and competencies from the OLF as they progress through the mentoring relationship	Mentors and mentees: • commit to a long-term, sustained mentoring process (for a period of up to two years) that uses a range of mentoring approaches • review and refine their focus on practices and competencies outlined in the OLF through participation in mentoring • provide ongoing feedback to enhance mentoring implementation as part of the board's monitoring and evaluation strategy

Indicators	Implementation	Building Capacity	Sustaining Capacity
7. Initial and Ongoing Assessment of Mentee Learning Needs Boards support mentees in assessing their learning needs. Learning assessment guides the work of the mentor and mentee. A needs assessment tool is used to facilitate a match between mentor and mentee. In-depth learning assessments are used to focus ongoing mentoring work. Learning needs are reassessed on an ongoing basis.	The lead: • establishes a process and identifies and shares tools that can be used to assess mentee learning needs and guide the mentoring process (e.g., uses a preliminary learning assessment to arrive at a good mentor/mentee match; uses in-depth learning assessments after mentoring begins) Mentors: • work with mentees to identify needs and interests	The lead: • monitors activity to ensure that ongoing assessments are being used to guide the mentoring process Mentors: • work with mentees to assess learning needs on an ongoing basis and revise the focus based on shifting needs and interests	The lead: • continues to seek out effective learning needs assessment tools and to build these into the mentoring process • revisits the learning needs assessment tools and timelines, as needed, to best guide the mentoring process • continues to monitor activity to ensure that ongoing assessments are being used to guide the mentoring process Mentors: • work with mentees to assess learning needs on an ongoing basis, and revise and refine the focus based on shifting needs and interests • provide ongoing feedback to the mentoring lead about the effectiveness of the learning needs assessment tools and the implementation process
8. Joint Orientation Mentoring expectations (role of the mentor and what the mentee can expect of the mentor) are clearly communicated to mentor and mentee. Orientation provides a foundation for ongoing professional learning (e.g., building trust and maintaining confidentiality; using the learning plan, the Ontario Leadership Framework, and the exit process).	The lead: • develops and provides an orientation process for mentees and mentors, and acquires and distributes required resources	The lead: • monitors the effectiveness of the orientation process by seeking feedback from mentors and mentees • annually reviews and revises the orientation process for mentees and mentors based on monitoring and evaluation results	The lead: • continues to monitor the effectiveness of mentee and mentor orientation • continually refines the orientation process in order to best meet the needs of mentees and mentors based on monitoring and evaluation results

SECTION 9 *(continued)*

Indicators	Implementation	Building Capacity	Sustaining Capacity
9. Training of Mentors Every mentor *must* have high-quality, specific training (e.g., certified, accredited training) before mentoring begins, and on an ongoing basis, as necessary, to refine and upgrade skills. Training is provided by *certified* internal (board) trainers or offered by external trainers through the principal associations and other providers.	The lead: • must ensure that every mentor receives certified training that focuses on the mentoring approaches (e.g., coaching, mentoring, consulting, facilitating, collaborating) and that is offered through the principal associations or other providers	The lead: • coordinates certified training (offered by principal associations or other providers) to experienced mentors to refine and update their skills • provides or arranges for training that focuses on the specific and changing needs of mentees • aligns training with other mentoring initiatives within the board (e.g., New Teacher Induction Program [NTIP], Student Success)	The lead: • monitors the effectiveness of training on an ongoing basis • assesses and adapts training to meet the specific needs of new and experienced mentors, based on monitoring and evaluation results • promotes and facilitates joint training for mentoring across the board in collaboration with NTIP, Student Success, and Leading Student Achievement • develops a succession plan for identifying and training new mentors
10. Ongoing Professional Learning (PL) and Resources Mentors, mentees, and the board's mentoring lead engage in ongoing professional learning opportunities related to mentoring that reflect current research and school, board, and provincial priorities. Professional learning for both mentors and mentees enhances the mentee's growth and development, as well as the mentor's learning experience.	The lead: • arranges ongoing PL for mentees and mentors that is current and based on research and that reflects school, board, and provincial initiatives and priorities that are specific to the needs of mentors and mentees • provides supports and resources to mentors and mentees on an ongoing basis in order to enhance the mentee's growth and development, as well as the mentor's learning experience • participates in professional learning on an ongoing basis	The lead: • promotes ongoing PL (e.g., on emotional intelligence, conflict resolution, teacher performance appraisal); coordinates PL for mentees and mentors that is current and based on research, that reflects school, board, and provincial initiatives and priorities, and that focuses on the changing needs of mentees and mentors (e.g., in their first and second years) • refines supports and resources provided to mentors and mentees on an ongoing basis in order to enhance the mentee's growth and development, as well as the mentor's learning experience	The lead: • monitors and modifies PL for mentees and mentors that is current and based on research and that reflects school, board, and provincial initiatives and priorities • assesses the effectiveness of PL and resources through monitoring and evaluation data, and either adapts existing resources or provides new resources based on feedback from mentors/mentees • aligns PL and mentoring resources with other mentoring initiatives within the board (e.g., New Teacher Induction Program, Student Success)

Indicators	Implementation	Building Capacity	Sustaining Capacity
11. Supporting Mentee Learning Plans Every mentor and mentee *must* use a learning plan to guide the mentoring process. The learning plan: – is one of the first things the mentor and mentee do to guide the mentoring process – is used to focus mentoring interactions and the growth and development of the mentee – reflects the learning needs of the mentee identified through the learning assessment – is reviewed on a regular basis to determine progress and identify changes in the learning needs and interests of the mentee	The lead: • identifies the roles and responsibilities of mentors and mentees in developing and using a learning plan • explains the purpose and benefits of using the learning plan to mentees and mentors • provides mentees and mentors with the ministry or board-developed learning plan templates • monitors mentoring activity to ensure that the learning plan is being used Mentees and mentors: • use the ministry or board-developed learning plan to guide and monitor growth and achievement of identified goals in order to ensure that mentees' learning needs are being met	The lead: • reinforces the importance and value of documenting progress towards achieving mentees' goals in the learning plan Mentees and mentors: • use the ministry or board-developed learning plan template in order to sharpen their focus, to guide and monitor growth and progress in achieving identified goals, and to ensure that mentees' learning needs are being met • review the learning plan to identify changes in the learning needs and interests of the mentee	The lead: • assesses the use and effectiveness of the learning plan, and makes modifications (either to the learning plan itself or by providing additional support to mentors/mentees) based on feedback provided through monitoring and evaluation results Mentees and mentors: • refer continually to the learning plan and make changes as needed to ensure that mentees' learning needs are being met and that professional growth and development goals are being achieved
12. Exit Process The exit process must be established by the board and clearly communicated to mentors and mentees.	The lead: • establishes and clearly communicates the exit process to mentors and mentees • provides necessary supports to facilitate the exit process and to include re-matching, if required	The lead: • monitors the exit process • reviews the matching process, if necessary • revises the exit process, if necessary • communicates changes to mentors and mentees	The lead: • reviews the exit process annually and modifies it as needed to ensure efficacy, based on feedback provided through monitoring and evaluation results • updates the exit process • communicates and monitors changes to mentors and mentees

SECTION 9 *(continued)*

Indicators	Implementation	Building Capacity	Sustaining Capacity
13. Monitoring and Evaluation Monitoring and evaluation occurs on an ongoing basis to determine if mentoring is meeting mentors' and mentees' needs and achieving the intended goals. Barriers and issues may be identified, and action to address challenges may be taken by the board. Results of monitoring may be used to inform the reports the board is required to submit to the ministry.	The lead: • conducts a needs assessment to determine strengths and areas of need • develops a strategy for monitoring and evaluating success and possible areas for improvement in mentoring • identifies and coordinates the development of a variety of methods and tools (e.g., an end-of-year survey) to gather information to assess the board's mentoring program and its impact on mentors and mentees • establishes indicators of successful implementation of mentoring, achievement of the board's mentoring goals, and the effectiveness of the board's mentoring policies • communicates the board's monitoring and evaluation strategy based on the board's mentoring goals	The lead: • conducts data collection activities, reviews results, and modifies relevant components of mentoring based on results • takes an active role in finding solutions to barriers or issues that may arise • communicates results of the monitoring and evaluation of the mentoring program to mentors and mentees	The lead: • continues to conduct data collection activities, reviews results, identifies successes and challenges, and modifies relevant components of mentoring based on results • reviews data collection methods to ensure effectiveness and efficiency in obtaining the feedback necessary for making improvements in mentoring and for adjusting goals, when required • addresses barriers and issues in order to maintain a high-quality mentoring program

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